

			Indiana WIA Youth Outcomes, Indicators and Common Measures					
Common Measure	ACP/ISS Goal	WIA Youth Program Elements**	Immediate (short-term) Outcomes Gains in knowledge and/or skills	Indications and Benchmarks Participant Activities	Intermediate Outcomes Changes in behavior	Indications and Benchmarks Participant activities	Long-term outcome Accomplishment or change experienced	Common Measure
Placement in Education or Employment	Positive Placement (all types)	*Work Experience *Summer Employment *Occupational Skills Training *Leadership Development *Tutoring and Study Skills *Alternative Education *Adult Mentoring *Guidance and Counseling *Supportive Services *Follow-up	Participant understands the value in obtaining a High School Diploma	Attends school regularly, enrolled in Core 40 or higher track, participates in IS JAG, seeks tutoring as needed	Participant demonstrates a commitment to earning High School Diploma	Graduation from High School	Successful transition to adulthood and greater self-sufficiency	Placement in Education or Employment
			Participant attains the basic skills needed to succeed in entry-level employment, post-secondary education, and/or the military	Participation in JAG, attainment of 37 JAG core competencies	Participant demonstrates commitment to meeting education/employment goals			
	Placement in Employment	*Work Experience *Summer Employment *Occupational Skills Training *Leadership Development *Adult Mentoring *Guidance and Counseling *Supportive Services *Follow-up	Participant understands his/her career interest, skills and work values	Completion of career assessments and exploration activities, job shadowing	Participant demonstrates appropriate work related skills	Participation of WE/Internship or summer employment, PT employment, community service/ volunteering		
	Placement in Post-Sec Ed	*Occupational Skills Training *Leadership Development *Tutoring and Study Skills *Alternative Education *Adult Mentoring *Guidance and Counseling *Supportive Services *Follow-up	Participant understands his/her career interest, skills and work values	Participation in JAG, identification of career goals, creation of education plan	Participant sees value in pursuing post-sec training	College Visits/Fairs, applies/accepted in Post-Sec, completion of FAFSA, enrolls in classes		
			Participant learns necessary hard and soft skills need to succeed in post-sec	Enrolled in Core 40/Core 40+ track, advancement to next grade	Participant demonstrates a commitment to earning a post-sec degree	Attainment of Core 40/Core 40 Honors diploma, completion of pre-req. courses related to post-sec goal		
Placement in Military	*Work Experience *Summer Employment *Occupational Skills Training *Leadership Development *Tutoring and Study Skills *Alternative Education *Adult Mentoring *Guidance and Counseling *Supportive Services *Follow-up	Participant understands value in pursuing a career and/or training through the US military.	Explores military careers, meets w/recruiter, takes/passes ASFB	Participant demonstrates commitment to serving in the Military	Enlistment, enters basic training, enters military academy			
Attainment of Degree or Credential	Attainment of HS Diploma	*Leadership Development *Tutoring and Study Skills *Alternative Education *Adult Mentoring *Guidance and Counseling *Supportive Services *Follow-up	Participant attains the basic skills needed to succeed in entry-level employment, post-secondary education, and/or the military	Enrolled in Core 40 or high track, participates in IS JAG, advances to next grade	Participant demonstrates a commitment to earning High School Diploma	Successful completion of all required courses	Successful transition to adulthood and greater self-sufficiency	Attainment of Degree or Credential
	Attainment of GED	*Leadership Development *Tutoring and Study Skills *Alternative Education *Adult Mentoring *Guidance and Counseling *Supportive Services *Follow-up	Participant understands the value in obtaining a GED	Attends GED class orientation, participates in OOS JAG, creates a GED classes schedule	Participant demonstrates a commitment to earning GED	Completion of GED practice exam, completes 120 hours of preparation		
			Participant is aware of and has a plan for addressing academic weakness.	Skill level assessed using TABE, results interpreted by trained staff, remediation plan created to address weakness				
	Attainment of Post-Sec Degree/ Credential	*Occupational Skills Training *Leadership Development *Tutoring and Study Skills *Alternative Education *Adult Mentoring *Guidance and Counseling *Supportive Services *Follow-up	Participant is academically prepared to do the work of a professional in his/her chosen field	Enrolls in programs, attends class on regular basis, seeks additional assistance as needed	Participant demonstrates a commitment to a post-sec degree or credential	Successful completion of all required coursework		
	Attainment of Industry Credential	*Occupational Skills Training *Leadership Development *Tutoring and Study Skills *Alternative Education *Adult Mentoring *Guidance and Counseling *Supportive Services *Follow-up	Participant is qualified prepared to take required credentialing exam	Identifies credential program, creates a study plan, enrolls in exam prep classes, identifies OJT opportunities	Participant demonstrates a commitment to obtaining an industry approved credential	Completion of related practice exams, recommended hours of preparation, OJT		
Literacy/ Numeracy Gains	Increase Educational Functioning level by 1 or more levels	*Tutoring and Study Skills *Alternative Education *Adult Mentoring *Guidance and Counseling *Supportive Services *Follow-up	Participant understands the value in increasing Literacy/Numeracy skills	Identified as BSD via TABE test, referral to ABE, enrolls in ABE program	Participant demonstrates a commitment to increase basic skills	Successfully completes 120+ hours of ABE Successfully increases skills by 1 level	Successful transition to adulthood and greater self-sufficiency	Literacy/ Numeracy Gains
			Participant is aware of his/her educational functioning level and has a plan for addressing academic weakness.	TABE results interpreted by trained staff, personalized learning plan developed w/ABE				

**Both the in-school and out-of-school JAG models address all ten WIA youth program elements